



ST EDMUND'S SCHOOL CANTERBURY

3-18 Assessment Policy

1. Context

St Edmund's aims to provide the best possible academic framework to allow all pupils to maximise their potential. Pupils are encouraged to aim for and achieve the very highest standards of which they are capable. We aim for our leavers to be justifiably proud of themselves, fully equipped to make a success of their personal and professional lives and deal with the demands of the modern world. Each pupil should proceed from school with:

- Accomplished intellectual skills and the best possible academic qualifications
- A mature awareness of the spiritual and ethical as well as the material nature of life
- Self-confidence founded on self-knowledge and self-discipline, and honesty and integrity which inspires trust
- Assured social skills, including understanding of the concepts of duty and loyalty
- Willingness to accept responsibility and to be interested in, and care for, the people around them whatever their background or outlook
- Well developed physical capabilities and understanding of all that contributes to good health, together with the qualities of self reliance and teamwork gained through sport and the challenges of the outdoors, and appreciation of the ideals of sportsmanship
- Broad cultural awareness acquired particularly through music, drama and art, and understanding of the importance of beauty in their lives

Such values contribute to our common purpose of connecting every pupil through a love of learning, the pursuit of possibility and the challenge of being the very best they can be.

The School recognises that outstanding teacher and robust assessment strategies play a crucial role in achieving the above objectives.

This policy describes our 3-18 assessment processes and should be read in conjunction with the Teaching & Learning and Feedback and Marking policies for each school (Pre-Prep, Junior School and Senior School) in addition to the Staff Handbook and Code of Conduct.

2. Assessment Aims

Assessment should help pupils to develop fully their academic abilities and self-confidence, to develop skills which they need for reflective and independent study and to establish shared understanding by pupils and teachers of clear and explicit study goals.

Assessment should complement and reinforce the delivery of the curriculum. It should enable the learning needs of individual pupils to be identified and allow future teaching strategies to be determined.

Assessment should recognise individual progress and achievement and provide pupils with meaningful information which will allow them to participate in self-evaluation.

3. Principal Types of Assessment used at St Edmund's

Assessment should involve a range of techniques both formal and informal - carried out in a variety of contexts which will allow individual pupils to show what they know, understand and can do. These include:

Baseline Assessment

St Edmund's utilises a range of baseline assessment tools (such as MidYIS and ALIS) to ensure a clear picture of the pupil's ability is available at key points of their academic career. These are assessments used, usually at the start of a course or intervention, to determine pupils' ability within specific domains. They form the basis for academic progress tracking across the 3-18 school. More detail is given in the Section 4 below.

Diagnostic Assessment

Diagnostic assessment provides an insight into pupil strengths and weaknesses and can play a part in decisions over setting and planning of curriculum delivery. Diagnostic assessments may be appropriate in all subjects, but departments may prefer to rely on results from summative assessments in previous years or the information available from baseline data to aid decisions, planning and delivery.

Diagnostic assessment will play a more defined role in the EAL and AEN departments and may have more prominence in areas such as MFL..

Formative Assessment within Departments

The role of formative assessment refers to use of information from ongoing assessment of what pupils currently understand. It is used to identify future targets for groups and individuals and to inform planning within subject areas and across year groups. Short-term targets may be set when appropriate.

Formative assessment can take many forms. Formal prep is a key assessment format. Aside from prep, progress might be assessed through: practical work, coursework, class tests, oral presentations, group work and rigorous questioning during lessons.

Self and Peer Assessment

This refers to methodologies whereby pupils reflect on their own work and that of their peers, giving feedback to themselves and each other. Use of these strategies will vary across disciplines. In Art, for example, peer critique will be a common feature but less scope might be available in, say, Maths.

Questioning

Assessment through questioning is a vital component of classroom activity. The very best lessons feature questioning that is most often:

- Designed to stretch all ability levels
- Differentiated to reflect AGT, AEN and EAL pupil needs
- Sequential – ie demands that pupils build on previous responses
- Demanding – when phrased as open-ended questions, dialogue will give the pupil the chance to explore, experiment with ideas and reveal levels of understanding or misconceptions

Reference to Targets

Assessment in class should make reference to targets, particularly in assessment and feedback of written tasks.

Across all departments, it is required that a mechanism is used to ensure that a pupil's target grade is communicated and understood. Most often this is the tracking sheet fixed to the internal front cover of an exercise book or folder. During lesson observation, pupils are routinely asked if they know their target level for the subject.

Reference to targets allows celebration of success across the ability ranges. Rewards are most effective when based on a pupil meeting or exceeding a tough target.

It is expected that pupils under-performing **against target** will be a standing item on agendas for departmental meetings and that intervention strategies at a departmental or whole school level will follow to ensure that targets are met.

Summative Assessment

These assessments are used to determine knowledge and understanding at the end of a specified period of study.

Examples used at St Edmund's include end of year and mock examinations and public examinations.

Summative assessment should also be considered within departments to mark key transitions – between units of study etc. This may be in the form of a set essay, test or other appropriate

task. Summative assessments lend more rigour to reporting of progress, create a buzz within the group and an opportunity to revisit work recently undertaken, give clear signals to teachers as to areas requiring revision and recap.

4. Assessment Processes and Calendar at St Edmund's School

Pre-Prep

Pre-Prep Staff make assessments of the children's learning on a daily basis through observations, listening to the children, engaging them in conversation about what they are doing, asking open ended questions and checking understanding.

Schedule of assessments:

Nursery	September to July	Baseline assessments on entry to Nursery
	September to July	Tapestry tracking
	December	Age appropriate writing, maths and self portrait
	March	Age appropriate writing, maths and self portrait
	June	Age appropriate writing, maths and self portrait
Reception	September to June	Tapestry tracking
	December	Writing (Ros Wilson), Reading (ORT Assess and Progress), age appropriate maths.
	March	Writing (Ros Wilson), Reading (ORT Assess and Progress), age appropriate maths.
	June	Writing (Ros Wilson), Reading (ORT Assess and Progress), age appropriate maths. EYFS Profile Judgements
Year 1	September	Verbal and non-verbal assessments
	December	Writing (Ros Wilson), Reading (ORT Assess and Progress), Maths (Abacus Activelearn)
	March	Writing (Ros Wilson), Reading (ORT Assess and Progress), Maths (Abacus Activelearn) NFER tests in English and Maths
	June	Writing (Ros Wilson), Reading (ORT Assess and Progress), Maths (Abacus Activelearn) SWST spelling test NFER tests in English and Maths
Year 2	September	Verbal and non-verbal assessments
	December	Writing (Ros Wilson), Reading (ORT assess and Progress), Maths (Abacus Activelearn) NFER tests in English and Maths
	March	Writing (Ros Wilson), Reading (ORT assess and Progress), Maths (Abacus Activelearn)

		NFER tests in English and Maths
	June	Writing (Ros Wilson), Reading (ORT assess and Progress), Maths (Abacus Activelearn) SWST spelling test

In Year 1, children who are still working at the Foundation Stage Curriculum level will be assessed using the Profile.

All results will be recorded along with teacher assessments to facilitate tracking and target setting. Progress tests will be analysed to aid future teaching and planning.

Feedback to pupils is essential, as it tells them how well they have done and what they need to do next in order to improve their work. This can be in terms of verbal and written comments on their work, setting targets together and being given results of assessments if appropriate.

Feedback to parents takes many forms including - providing time for looking at children's work at, termly "Drop In" sessions, classroom displays and discussions at drop off and pick up times, comments in home/school books, termly parents evenings and full written reports in December and June.

Junior School

The Junior School tracks pupils' academic progress closely throughout each school year relative to a nationally standardised benchmark test run by CEM (Centre for Evaluation and Monitoring). Pupils are formally assessed during four assessment weeks (including the baseline assessment week) during the academic year.

Action plans are devised for pupils underperforming and implemented by class teachers and the Deputy Headteacher. Pupil progress meetings between class teachers and the Deputy Headteacher take place to monitor the progress of each pupil. Pupils who perform particularly well are recognised with prizes.

Parents are informed formally of pupil progress through the regular Academic Review cards (ARCs), a full written report and Parents' Evenings. Formal summative assessment takes place at the end of the academic year through a combination of Progress Tests in Maths, English and Science (run by GL Assessment) and school examinations.

Key Stage 2 and 3

The timetable of the assessment year:

Michaelmas

- Baseline assessments (baseline assessments produce projected/predictive data through which pupil progress is tracked)

- GL Assessment Dyslexia and Dyscalculia screening
- Assessment week (NFER for Forms 3-6 and departmental assessments for Forms 7 and 8)
- ARC (using data from assessment week)

Lent

- Pupil progress meetings
- Assessment week (NFER for Forms 3-6 and departmental assessments for Forms 7 and 8)
- ARC (using data from assessment week)

Summer

- Pupil progress meetings
- Assessment week (NFER for Forms 3-6 and departmental assessments for Forms 7 and 8)
- GL Progress testing in core subjects for Forms 7 and 8
- Full written report

Junior School	September	October	November	December	January	February	March	April	May	June (end of year)
Form 3	igCAS (2) Parents' meeting (3)	HT		NFER (1) ARC (2)	XMAS	Parents' Eve (1) HT	NFER (3) ARC (4)	EASTER		HT NFER (2) Full report (4)
Form 4	igCAS (2) Parents' meeting (3)			NFER (1) ARC (2)		Parents' Eve (1)	NFER (3) ARC (4)			NFER (2) Full report (4)
Form 5	igCAS (2) Parents' meeting (3)			NFER (1) ARC (2)		Parents' Eve (1)	NFER (3) ARC (4)			NFER (2) Full report (4)
Form 6	igCAS (2) Parents' meeting (3)			NFER (1) ARC (2)		Parents' Eve (2)	NFER (3) ARC (4)			GL PT (2) Full report (4)
Form 7	MidYIS (2) Parents' meeting (3)			Termly assessment (1) ARC (2)	Parents' Eve (3)		Termly assessment (3) ARC (4)			GL PT (2) Full report (4)
Form 8	MidYIS (2) Parents' meeting (3)			Termly assessment (1) ARC (2)	Parents' Eve (4)		Termly assessment (3) ARC (4)			GL PT (2) Full report (4)

Senior School

The school tracks pupils' academic progress closely throughout each school year relative to recognised nationally standardised benchmark tests run by CEM (Centre for Evaluation and Monitoring): these are known as MidYis and ALIS tests from which target grades are derived.

Progress data on all pupils is reviewed in fortnightly departmental meetings by all academic staff in the regular ARC meetings. Action plans are devised for pupils who are underperforming and implemented by Housemasters and the Head of Sixth Form.

Pupils who perform particularly well in each Academic Review period are recognised with prizes in assembly. Parents are informed formally of pupil progress through the regular Academic Review Cards, Parents' Evenings and termly reports.

Key Stage 3 & 4

All pupils entering Year 9 (and any new pupils who start in Year 10) sit benchmark tests (MidYis) in September. These provide expected KS4 outcomes for each subject (predicted GCSE grades). This forms the basis of our progress tracking through the year.

Key Stage 5

Sixth former entrants are benchmarked on entry to the school using the ALIS system: A Level subject predictions based upon average GCSE score and a cognitive ability test.

The timetable of the assessment year:

Michaelmas

- Baseline assessments: MidYis testing in Years 9 & 10, ALIS testing in Year 12
- The tests produce predicted GCSE and A level grades – these are used to track pupil progress
- Dyslexia & Dyscalculia screening
- ARC 1
- ARC staff meeting to review this data
- ARC 2
- ARC staff meeting to review this data
- Half termly Progress Tests in Years 12 and 13
- Mock examinations for Year 11 (Results Card for Parents)
- Report and ARC at Xmas (as before) using this data
- Parents' Evenings (Years 9 & 13)

Lent

- GCSE and A Level intervention groups established
- Half termly Progress Tests in Years 12 and 13
- Pupil attitudinal survey
- Mock Examinations Year 13 (Results Card for Parents)
- ARC after half term

- ARC staff meeting to review this data
- Full report (Year 12)
- Parents' Evenings (Years 11 & 12)

Summer

- ARC before half term
- ARC staff meeting to review this data
- Parents' Evening (Year 10)
- Summer Examinations – Week 7
- Half termly Progress Tests in Year 12
- Report using internal exam data for Years 9, 10 & 12
- Final reports for Years 11 & 13

Senior School	September	October		November	December		January	February			March	April		May		June (end of year)
Lower Fifth	L5 baseline feedback (4)		HT	ARC MG (2)	Parents' Evening (1)	XMAS	ARC (4)	Parents' Curriculum Evening (2)	HT		ARC MG (4)	EASTER			HT	Internal Exams (1) Full Report (4)
Middle Fifth	Middle 5th Curriculum Evening (4)			ARC MG (1)			ARC (4)				ARC MG (4)		Parents' Evening (1)			Internal Exams (1) Full Report (4)
Upper Fifth				ARC MG (2)	Mock Exams (2)	Results card (1)	Parents' Curriculum Evening (4) Parents' Evening (4)	ARC MG (3)			Full Report (4) Parents' Forum 'Preparing for Examinations'				Study Leave Exams	
Lower Sixth		Curriculum Eve (1) Welcome to 6th form		ARC MG Progress Tests- 2 days (2)			Parents' Evening (2) ARC MG (3)			Progress Tests- 2 days (3)	Full Report (4)		Progress Tests- 2 days MG (4)			Parents' Curriculum Evening (UCAS) (1) ARC (2)
Upper Sixth	Progress Tests in lessons (2)	ARC MG Parents' Evening (2)		Progress Tests- 2 days (2)	Results card (1)		Progress Tests in lessons MG (2)			Mock exams (3) Results card (4)	Parents' Evening (1) Parents' Forum 'Preparing for				Study Leave Exams	Full Report (4)

EO'C

Reviews:

1. September 2015 – LJM/EOC
2. September 2016 – LJM/EOC
3. September 2017 – LJM/EOC
4. September 2018 – EOC/AEB
5. September 2019 – EOC/AEB
6. September 2020 – EOC/CFS/IEPE/ADS/RAC
7. March 2021- EOC/CFS/IEPE/ADS/RAC
8. September 2021 - EOC

Date of next review:

September 2022